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ABSTRACT

This teacher's guide on basic business is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. (The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture.) Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 33 lesson plans. Examples of the lesson plan topics are the world of business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM selectric typewriter, rules for using numbers, fluid duplicator, photocopying, thermofax, velo-binder, dictating machine, typing letters, cash register, running the VICA store, the library aide, field trips, and jobs for the school. (HD)

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State of New Jersey
Department of Education
Division of Vocational Education

BASIC BUSINESS

-- A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS

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FOREWORD

This manual is one of a series of six designed for the Employment Orientation program at the Gloucester County Vocational-Technical School. The school is a shared-time facility that has one group of students for approximately 3 hours in the morning and another group for approximately 3 hours in the afternoon. The Employment Orientation program is taught in six discrete units so that additional students may be accommodated if vacancies occur during the year.

The six areas covered are:

Laundry
Hospitality
Sewing
Basic Business
Foods
Beauty Culture

At the end of the year, assessments are made so that students can be mainstreamed into a regular program the following year. Therefore our major goal is to try to mainstream each of the students in the Employment Orientation program into regular vocational shop areas. A secondary goal is to acquaint the students with specific types of employment in a particular trade or industry, so that the choice of a vocational shop may be based on the realities of the world of work as well as on the aptitudes of the particular student.

All of the Special Needs students are classified by their district Child Study Team and are screened for admission into the Employment Orientation Program by the Special Needs Department at Gloucester County Vocational-Technical School.

This curriculum project includes daily class lesson plans, consisting of objectives, subject matter covered, audiovisual aids,demonstrations, student activities, and evaluation suggestions. The teacher is urged to make handouts out of all the audiovisuals and charts.

Some of the instructional material suggested may, of course, prove to be too difficult for some of the students. The teacher must, as always, tailor the material to the needs of the individual. Conversely, a large number of student activities have been incorporated into the program for those students who may progress faster than others.

A math program accompanies these units to stress the necessity for a basic understanding of practical math. For example, linear measurement is taught during the sewing unit, and weights and measures is taught during the foods unit.

In some areas, particularly Beauty Culture, the teacher will not expect complete memorization of all details covered, but should stress that these are included in the course content of a regular vocational course. The purpose is to give the student a realistic picture of what the regular course would be like and what would be expected if that student chose that course to be mainstreamed into the following school year.

Francine Grubb

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Objectives of the Basic Business Unit

Upon the completion of this unit the student will be able to:

1. List and describe some occupations in the business and commercial world.
2. Demonstrate basic filing skills.
3. Operate the full-keyboard adding-listing machine, 10-key listing calculator, electronic calculator, and IBM Selectric Typewriter.
4. Calculate payroll deductions.
5. Operate the fluid duplicator, mimeograph machine, photocopying machine, Thermofax machine, dictating machine, and the Velo-Binder.
6. Type envelopes, outlines, a personal business letter, and a formal business letter.
7. Operate a cash register and give correct change.
8. Demonstrate an ability to handle a sales situation in using the VICA School Store.
9. Know what a library aide does.
10. Perform a service to the school by operating a job service for the teachers, using the machine operations that they have learned.

References

The following manuals are published by the Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N. J. 08903

Introduction to Office Occupations
Office Machines
About Typwriting
Typing: What Matters Is How

The operations manuals for each of the business machines being used are very helpful in identifying the parts of the machines.

Filmstrips and cassettes:
Series: "Education for Occupations"
"Working With Business Machines"
"Working in a Supermarket"
Eye Gate House
Jamaica, New York 11435

The following books are published by:
Pitman Publishing Corp.
Laidlaw Brothers
River Forest, Ill.

Business Machines Projects, Paul Pactor, 1976

Filing Practice Workbook, 3rd Ed., Revised by Donald W. Connor, 1975

Ten-Key Adding Machine Course (Revised Ed.), Pactor/Johnson, 1968

Full-Keyboard Adding Machine Course, Pactor/Johnson, 1968

Personal Typing, Louis C. Nanassy, Nathan Krevolin, and John E. Whitcraft, 1970

Objectives

At the conclusion of this lesson the student will be able to:

- --List and describe possible opportunities in the business and commercial world.
- --Prepare a resume or personal data sheet and a cover letter.
- --Understand what is meant by personal and job qualifications and list own qualifications as the year progresses.

Method

A. Lecture – discussion

1. Folder of credentials
   a. Personal data sheet or resume
   b. Certificates of awards
   c. Letters of recommendation
   d. Samples of work
2. Preparing a resume or personal data sheet
3. Listing qualifications

B. Audiovisual

1. Filmstrip and cassette – "Working With Business Machines."
2. A.V. 1 – Sample Resume

C. Demonstration

Teacher will demonstrate on the board how to prepare a resume.

Teacher preparation

A. Gather lecture notes.
B. Collect samples of resumes.
C. Get filmstrip projector and cassette player.

Student activity

A. Students will list suitable job possibilities in the world of business.
B. Students will write a personal data sheet or resume and develop a folder of credentials.

Evaluation

Teacher will evaluate each student individually on the student activities. Students will have points to follow when making their resume, and the teacher will check to be sure that all points were covered.

Objectives

At the completion of this lesson the student will be able to:

--Correctly answer the telephone in a given situation.
--Correctly make outgoing calls in a given situation.
--Demonstrate how to take a message properly.

Method

A. Lecture – discussion
   1. Gathering information **before** making the call
   2. Voice control while making the call
   3. Receiving calls
      a. Identifying yourself properly
      b. Screening calls
      c. Taking messages
   4. Long distance calls
   5. Using the telephone directory

B. Audiovisual

The Bell Telephone Teletrainer unit. Put out by the telephone company, includes telephones, monitor units, and instruction booklets. Also contains booklets with role-playing situations already developed.

C. Demonstration

Teacher will demonstrate the proper ways to make a call, receive a call, and screen calls.

Teacher preparation

A. Gather lecture notes.
B. Call Bell Telephone for a Teletrainer unit.
C. Bring in telephone books.

Student activity

A. Students will practice proper communications procedures in teacher-made situations.
B. Students will be given a list of places and names to be looked up in the telephone book for a phone number.

Evaluation

A. Teacher will evaluate each student individually on student activity A.
B. Teacher will check phone numbers listed for student activity B.

Objective

At the completion of this lesson the student will be able to:

--Demonstrate proper filing techniques, using the alphabetical, numerical, subject, and date methods.

Method

A. Lecture – discussion

1. Reasons for effective filing system
2. Different ways of filing
   a. alphabetical
   b. numerical
   c. subject
   d. date
3. Cross references
4. Equipment and supplies
5. Index card system for retrieving materials from files

B. Audiovisual

A.V. 3 – Filing Practice

C. Demonstration

1. Teacher will demonstrate each of the major filing systems.
2. Teacher will demonstrate how to set up a filing system.

Teacher preparation

A. Gather lecture notes.
B. Gather demonstration and student activity materials.

Student activity

Using handouts similar to A.V. 3, students will practice the various types of filing techniques. The class will set up a filing system and the students will practice filing and retrieving materials.

Evaluation

Teacher will evaluate each student individually on filing skills.

Objectives

At the conclusion of this lesson the student will be able to:

--Perform routine mailing procedures in a simulated situation.
--Demonstrate the use of the postage meter.
--Sort mail according to alphabetical names, departments, and room numbers.

Method

A. Lecture – discussion

1. Handling incoming mail
2. Handling outgoing mail
3. Classes of domestic mail
4. Special postal services
5. The postage machine at school –
   How is mail handled here?
6. Methods of sorting mail in different organizations

B. Audiovisual

A.V. 4 – An Incoming Letter

C. Demonstration

Teacher will take class down to the office, where someone will demonstrate how the school's postage machine is used.

Teacher preparation

A. Gather lecture notes.
B. Arrange for the class to go down to the office.
C. Gather materials for student activity.

Student activity

A. Students will sort envelopes according to alphabetical names.
B. Using a small postage meter, students will weigh mail and determine the postage needed.

Evaluation

Students will be evaluated individually on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Operate the full-keyboard adding-listing machine.
--Identify the parts of the full-keyboard adding-listing machine.

Method

A. Lecture – discussion

1. Why are adding machines used?
2. The parts and functions of the Remington full-keyboard adding-listing machine.
3. How the machine is used.

B. Audiovisual

A.V. 5a – Full-Keyboard Adding Machine
A.V. 5b – Addition Practice

C. Demonstration

The teacher will demonstrate how to do various functions on the adding-listing machines.

Teacher preparation

A. Gather lecture notes.
B. Collect adding-listing machines in the school to show several types.
C. Have handouts ready for student activity.

Student activity

Students will be divided into groups. Each group will have certain problems that must be done on the adding-listing machine. Some problems will be done by hand and then checked on the machine.

Evaluation

Teacher will evaluate each student individually on how well she performs on the full-keyboard adding-listing machine.

Objectives

At the completion of this lesson the student will be able to:

--Identify the parts of the 10-key listing calculator
--Operate the 10-key listing calculator.

Method

A. Lecture – discussion

1. The differences between an adding machine and a calculator.
2. What operations can be done on a calculator?
3. The differences between a listing or printing calculator, a rotary calculator and a nonlisting electronic calculator.

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to add and subtract on the calculator.

Teacher preparation

A. Gather lecture notes.
B. Get projector and A.V. material.
C. Have materials ready for demonstration and student activity.

Student activity

A. Students will identify the parts of the 10-key listing calculator.
B. Students will do practice exercises in addition and subtraction only on the 10-key listing calculator.

Evaluation

Teacher will evaluate students individually on the student activities. Spelling will not be stressed in activity A, but the terms themselves are important to know.

Objectives

At the conclusion of this lesson the student will be able to:

--Identify the parts of the digital-readout electronic calculator.
--Perform addition, subtraction, multiplication, and division operations on the calculator and on the 10-key listing calculator.

Method

A. Lecture – discussion

1. The differences between the electronic digital-readout calculator and the 10-key printing calculator.
2. Advantages and disadvantages of the two types.
3. Multiplying and dividing on the calculator.
4. Multiplying and dividing on the 10-key listing calculator.
5. Fixed decimal point vs. floating decimal point.

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate how to do the four functions on the calculator.
2. Teacher will demonstrate how to do the four functions on the 10-key listing calculator.

Teacher preparation

A. Gather lecture materials.
B. Get projector and A.V. material.
C. Have materials ready for demonstration and handout sheets for student activity.

Student activity

A. Students will identify the parts of the digital-readout calculator.
B. Students will work out problems involving each of the four functions on the digital-readout calculator and the 10-key listing calculator.

Evaluation

Teacher will check the answers to the problems and evaluate whether or not the correct process was used in obtaining them.

Lesson 8

Practice Session on Calculators and Adding Machines

Objectives

At the conclusion of this lesson the student will be able to:

--Operate the calculators and adding machines for several different types of problems.
--Identify the parts on all of the machines previously examined.

Method

A. Lecture – discussion – none

B. Audiovisual

Teacher-prepared handout sheets according to student needs

C. Demonstration – none

Teacher preparation

Teacher will have problems on handout sheets for students to solve on the different machines used previously in class.

Student activity

Students will work independently on the problems on the handout sheets. Some problems are to be done by hand, others on the adding machine, and others on the calculators.

Evaluation

Teacher will evaluate each student on:
1. Correct method of finding the answer.
2. Amount of time required on each machine.
3. Correct use of machine.

Objectives

At the conclusion of this lesson the student will be able to:

--Know what the deductions are on a paycheck.
--Use a calculator to figure out net-pay problems.

Method

A. Lecture – discussion

1. What are deductions?
2. What is gross pay?
3. What is net pay?
4. How to figure out a paycheck using a full-keyboard adding machine.
5. How to figure out a paycheck using a calculator with tape.

B. Audiovisual

1. A.V. 9a – A Sample Paycheck Stub
2. A.V. 9b, c, d – Payroll Problems

C. Demonstration

Teacher will demonstrate how to figure out net pay, using both a full-keyboard adding machine and a calculator.

Teacher preparation

A. Gather lecture notes.
B. Make up handout sheets for student activity.
C. Get overhead projector and A.V. materials.
D. Have adding machines and calculators on hand.

Student activity

Students will be given handout sheets with problems on them involving gross and net pay. They will solve as many problems as possible, using the machines available.

Evaluation

A. Teacher will evaluate each student on the method that was used to find the net pay.
B. The Business Math test should be given at this time.

Objectives

At the conclusion of this lesson the student will be able to:

- Identify the parts of the IBM Selectric typewriter.
- Change the element ball properly.
- Demonstrate a familiarity with the machine by performing simple typing procedures.

Method

A. Lecture – discussion

1. Things that make the Selectric different
   a. The carriage does not move.
   b. The element can be easily changed to get a new type font.
2. The basic parts of the typewriter and what they do.

B. Audiovisual – none

C. Demonstration

1. The teacher will demonstrate the proper way to type on the typewriter.
2. The teacher will demonstrate how to change the element.

Teacher preparation

A. Gather lecture notes.
B. Gather A.V. materials.
C. Extra typing elements for demonstration.
D. Typing paper for student activity.

Student activity

A. Students will identify the parts of the IBM Selectric typewriter.
B. Students will practice changing the typing element.
C. Students will practice typing to become acquainted with the machine.

Evaluation

A. The teacher will evaluate the students on how well they changed the typing element.
B. The teacher will make an assessment of which students can do some basic typing.

Objectives

At the conclusion of this lesson the student will be able to:

--Correctly use the symbols and signs that are found on the keyboard of the typewriter.

--Become familiar with the typewriter and the typing keyboard.

Method

A. Lecture – discussion

1. The signs and symbols that can be found on the typewriter, and what they mean.
2. Use of –
   a. Abbreviations
   b. Symbols in place of words
   c. Punctuation marks
3. Comparison of different makes of typewriters.

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Have materials ready for student activity.
C. Get other typewriters to show the differences.

Student activities

A. Students will work on handout sheets. They will locate the signs and symbols that can be found on the typewriter and explain what each is used for.

B. Students will practice typing on the IBM Selectric typewriter to become familiar with the keyboard. Other typewriters will be available too, for practice and for finding differences.

Evaluation

Students will be evaluated on how many of the signs and symbols they could identify correctly.

Objective

At the conclusion of this lesson the student will be able to:

--Center horizontally, using the directions from this lesson.

Method

A. Lecture – discussion

Directions for centering horizontally

1. Find the center of the paper.
2. Backspace for every other letter or space.
3. Type.

B. Audiovisuals

1. Chart 12 – Horizontal Centering
2. A.V. 12– Centering Exercises

C. Demonstration

Teacher will demonstrate horizontal centering.

Teacher preparation

A. Gather lecture notes.
B. Gather A.V. materials.
C. Have materials ready for student activity.

Student activity

Using titles from a handout sheet, students will practice horizontal centering, following the direction sheet.

Evaluation

A. Teacher will evaluate each student's page of centered materials.
B. Teacher will observe how well each student followed the direction sheet.

Objectives

At the conclusion of this lesson the student will be able to:

--Divide words between syllables.
--Divide words between roots and prefixes or suffixes.
--Divide hyphenated words after the hyphen.

Method

A. Lecture – discussion

1. Why we need to divide words when typing.
2. Dividing words between syllables.
3. Dividing words between roots and prefixes or suffixes.
4. Dividing hyphenated words after the hyphen.
5. Try not to hyphenate:
   a. titles or initials in a name
   b. dates
6. Do not hyphenate:
   a. the last word on a page
   b. before or after a single letter (a-mend; necessar-y)

B. Audiovisual

A.V. 13 – Word Division

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Prepare worksheets for student activity.

Student activity

A. Students will work on worksheet giving words for them to hyphenate.
B. Students will work on worksheets containing paragraphs whose right-hand margins are uneven and which must be retyped properly.

Evaluations

Students will be evaluated on how well they completed the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Set up the typewriter for a tabulation problem.
--Type a problem using the tabulation key.

Method

A. Lecture – discussion

1. Getting the typewriter ready for tabulation.
2. Planning the arrangement of the problem.
3. Typing the heading
4. Using the tabulation key

B. Audiovisual

A.V. 14 – Tabulation Problem

C. Demonstration

Teacher will demonstrate how to set up and type a tabulation problem.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for demonstration.
C. Make handouts for student activity.

Student activity

A. Students will first work on worksheets and set up tabulation problems as they would on the typewriter.
B. After this has been checked by the teacher, the student will try another problem on the typewriter.

Evaluation

Teacher will evaluate both activities of each student.

Objective

At the completion of this lesson the student will be able to:

--Correctly use the numerals on the typewriter by following some basic rules.

Method

A. Lecture – discussion

1. When to use numerals and when to spell numbers out.
2. General rules
   a. Spell out numbers below 10.
   b. Type numbers 10 and over in figures.
   c. Spell out a number that begins a sentence.
   d. Money is typed in figures.
   e. Dates and street addresses are in figures.
   f. Street names below 10 are spelled out.
   g. Street names above 10 are in figures.
3. Other more specific rules – measurements, age, time in figures.
4. Indefinite expressions in words.

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Have materials ready for student activity.

Student activity

A. The student worksheets will consist of paragraphs containing errors in the use of numbers. They will find the mistakes and correct them.
B. Students will do a practice section with numbers on the typewriter.

Evaluation

Teacher will evaluate each student on the student-activity worksheet.

Objectives

At the completion of this lesson the student will be able to:

--Correctly operate the fluid duplicating machine.
--Make a spirit master and run off the copies on the machine.

Method

A. Lecture – discussion

1. The parts of the manual fluid duplicator.
2. How to use the duplicating machine.
3. Making master sheets for the duplicator.

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate how to make a master for the duplicator.
2. Teacher will demonstrate how to use the duplicating machine.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have the duplicating machine available.
C. Have enough masters for the demonstration and student activity.

Student activity

A. Students will make their own masters.
B. Students will run off as many copies as directed.

Evaluation

Teacher will evaluate students on how well they ran off the final product on the duplicating machine.

Objectives

At the completion of this lesson the student will be able to:

--Identify the parts of the mimeograph machine.
--Correctly operate the mimeograph machine.
--Plan and make a stencil for the mimeograph machine.

Method

A. Lecture – discussion

1. What are the parts of the mimeograph machine?
2. What are the parts used for?
3. How the mimeograph works
4. How to use the mimeograph
5. Care of the mimeograph machine
6. Common problems that occur
7. How to make stencils
8. How the electronic stencil-maker works

B. Audiovisual – none

C. Demonstration

The teacher will take the class to the office, and one of the secretaries will demonstrate how to use the mimeograph machine. The secretary will also show how to make stencils on the electronic stencil machine.

Teacher preparation

A. Gather lecture notes.
B. Gather all materials needed for student activity.
C. Be sure that the office staff is ready for the demonstration part of the lesson.
D. Have all materials ready.

Student activity

All students will make stencils for the mimeograph machine. The class will chose the best one and take that one down to the office to be used for the demonstration.

Evaluation

Students will be evaluated on the discussion back in the classroom that will follow the demonstration. How much did they understand?

Objectives

At the conclusion of this lesson the student will be able to:

--Use the photocoping machine to reproduce a paper.
--Use the photocopying machine to reproduce a page in a book.

Method

A. Lecture – discussion

1. The parts of the machine and how it works.
2. How to photocopy individual papers.
3. How to photocopy pages in a book.
4. How to change the paper.
5. How to make a copy lighter or darker.

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to use the photocopying machine to make copies of sheets of paper and pages in a book.

Teacher preparation

A. Gather lecture notes.
B. Be sure that you have access to the media center for use of the photocopying machine.
C. Have any student materials ready.

Student activity

A. Each student will draw something on a sheet of paper and photocopy it on the machine.
B. Each student will choose something in a book and reproduce it on the photocopying machine.

Evaluation

Students will be evaluated individually on how well they reproduced their activity sheets.

Objectives

At the completion of this lesson the student will be able to:

--Make an overhead transparency using the Thermofax machine.
--Make a duplicating master using the Thermofax machine.

Method

A. Lecture – discussion

1. What is the Thermofax machine?
2. How do you make duplicating masters on the Thermofax machine?
3. How do you make overhead transparencies in the Thermofax machine?

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to make an overhead transparency and a duplicating master in the Thermofax machine.

Teacher preparation

A. Gather lecture notes.
B. Make sure that the equipment is available in the media center.
C. Be sure to have enough materials for the student activities.

Student activities

Students will make a dark drawing and then make a duplicating master and an overhead transparency out of it, using the Thermofax machine.

Evaluation

The teacher will evaluate each student's activities.

Objective

At the completion of this lesson the student will be able to:

--Bind pages together into a book using the Velo-Binder.

Method

A. Lecture – discussion

1. What is the Velo-Binder and what does it do?
2. How the Velo-Binder works.

B. Audiovisual – none

C. Demonstration

The Printing teacher will demonstrate the operation of the Velo-Binder to the students in the print shop.

Teacher preparation

A. Gather lectures notes.
B. Make arrangements with the Printing instructor for the demonstration.
C. Collect magazines and other appropriate materials for student activity.

Student activity

A. Students will prepare a number of pages containing pasted pictures and/or drawings and/or text on the vocation that interests them most at this point. There should also be a cover page.
B. Each student will bind his/her pages into a booklet, operating the Velo-Binder under the supervisision of the Printing teacher.

Evaluation

The teacher will evaluate the students on their creativity on the project and their behavior in the printing shop.

Objectives

At the completion of this lesson the student will be able to:

--Identify the basic controls on the dictating machine and use them correctly.
--Type while listening to the dictating machine, pacing the speed of listening.

Method

A. Lecture – discussion

1. The basic controls on the dictating machine.
2. Why is it used in offices?
3. How to pace yourself while typing and listening to the dictating machine.
4. Problems that may be encountered while using the machine.

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to use the dictating machine for recording and transcribing.

Teacher preparation

A. Gather lecture materials.
B. Be sure machine is ready for use, and get any available tape recorders as well.
C. Have student-activity worksheets ready.

Student activity

A. Students will practice reading into the machine as the worksheets indicate.
B. Students will practice speaking into a tape recorder, to show differences in the adaptability for office use.
C. Students will practice typing, using the machine with teacher instructions spoken into it.

Evaluation

Teacher will evaluate each student individually on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Address business and personal envelopes.
--Use proper spacing when addressing small or large envelopes.

Method

A. Lecture – discussion

1. Small envelopes. Used for –
   a. one-page letters
   b. no enclosures
2. Large envelopes. Used for –
   a. more than one page
   b. enclosures
3. Spacing – always single-spaced
4. Special notations on envelopes
5. Folding letters and stuffing them into envelopes

B. Audiovisual

A.V. 4 – An Incoming Letter

C. Demonstration

1. Teacher will demonstrate the proper way to address an envelope and make special notations on it.
2. Teacher will demonstrate the folding and stuffing of letters.

Teacher preparation

A. Gather lecture notes
B. Get overhead projector and A.V.
C. Get worksheets for student activity. (Dictating machine and tape recorders may be helpful, too.)

Student activity

Students will be given practice sheets with the names and addresses integrated into paragraphed material. They must select the information for the envelope and type it correctly.

Evaluation

Students will be evaluated on how well they accomplished the problems in the student activity.

Objective

At the completion of this lesson the student will be able to:

--Correctly type an outline on the typewriter.

Method

A. Lecture – discussion

1. The purpose of outlining
2. Writing an outline (class project – based on a short story)
3. Typing an outline
4. Using the correct lettering and numbering

B. Audiovisual

A.V. 23 – Sample Outline

C. Demonstration

The class and the teacher together will work up an outline.

Teacher preparation

A. Gather lecture notes.
B. Have A.V. ready.

Student activity

Students will type the outline (short story) that was done in class.

Evaluation

Teacher will evaluate the students' typing.

Objective

At the completion of this lesson the student will be able to:

--Correctly write a personal business letter, using the proper parts of the letter.
--Type the personal letter.

Method

A. Lecture – discussion.

1. Occasions for personal business letters
2. The parts of the personal letter
   a. return address
   b. date
   c. address of receiver
   d. salutation
   e. body of letter
   f. complimentary close
   g. signature
   h. typed name

B. Audiovisual

A.V. 24 – A sample personal business letter

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.

Student activity

A. Students will write a personal business letter in the proper form.
B. After the letter has been approved by the teacher, the student will type the letter and an envelope.
C. If any of the letters involve actual situations, e.g., complaints, requests for information, subscriptions, etc., these should be mailed.

Evaluation

A. The teacher will evaluate each letter before it is typed by the student.
B. The teacher will evaluate the typed letter for neatness, accuracy, spacing, and correct form.

Objectives

At the completion of this lesson the student will be able to:

--Compose a formal business letter.
--Type a formal business letter.

Method

A. Lecture – discussion

1. The parts of the business letter.
2. Comparison with the parts of the personal business letter.
3. Special notations found on a business letter.
4. Carbon-copy notations
5. Postscripts – not to be used.

B. Audiovisual

A.V. 25 – A sample formal business letter

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Have materials ready for student activities.

Student activity

A. Students will compose a formal business letter in the correct form.
B. Students will type the letter after gaining approval from the teacher.
C. Students may practice typing business letters using the dictating machine or tape recorder.

Evaluation

A. Teacher will evaluate the formal letter written by the student before it is typed.
B. Teacher will evaluate the typed letter for neatness, accuracy, spacing, and proper form.

Objectives

At the completion of this lesson the student will be able to:

--Demonstrate how to give the correct change to a customer.
--Describe the role of the cashier and the many duties that a cashier may have to do.

Method

A. Lecture – discussion

1. What does the cashier do?
2. Where does the cashier work?
3. What other jobs may the cashier have to do?
   a. Bagging
   b. Restocking her immediate area
   c. Keeping track of her change
   d. Watching that her tape does not run out.
4. How to give change

B. Audiovisual

Filmstrip and cassette – "Working in a Supermarket"

C. Demonstration

The teacher will demonstrate how to give change many times, until the students feel ready to try it themselves.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have a cash box and plenty of change.
C. Have worksheets ready for student practice.
D. Get filmstrip projector and cassette recorder.

Student activity

Students will form groups of two and practice the problems on the worksheet. One person will give the change and the other person will check it and write down the amount on the worksheet.

Evaluation

The teacher will evaluate the students on the answers written down on their worksheets.

Objective

At the completion of this lesson the student will be able to:

--Identify the parts of the register and describe the functions of the keys.

Method

A. Lecture – discussion

1. The parts of the cash register
2. The different keys on the cash register
   a. sub-total
   b. taxable/nontaxable
   c. recording tax
   d. one item only
   e. amount tendered

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate each of the keys on the cash register to show what its function is.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have the cash register available for the student activity.
C. Have worksheets ready for the student activity.

Student activity

A. Until it is the student's turn at the register, the students will form groups of two and do the same activity as yesterday.
B. One student at a time will come up to the register and practice using the different keys, as per instructions found on the worksheet.

Evaluation

The teacher will watch closely to be sure that the student is able to use the various keys on the cash register.

Objectives

At the completion of this lesson the student will be able to:

--Handle some problems that may arise when working as a cashier.
--Improve ability to give proper change quickly.

Method

A. Lecture – discussion

1. Proper attitude of the cashier
2. Bagging and other jobs of the cashier
3. Handling special problems
   a. Checks and credit cards
   b. Errors
   c. Patron with insufficient funds

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate some procedures for special problems that may occur while working as a cashier.

Teacher preparation

A. Gather lecture notes.
B. Make up packages with prices on them, including empty cans and boxes, representing several departments of a store.
C. Be sure to have cash boxes, cash register, and plenty of change for student activity.

Student activity

A. Students will select a group of products and take them to the cashier, who will ring them up, receive payment, and make change.
B. Students will role-play several different situations that may arise in the job of the cashier.

Evaluation

Teacher will evaluate each student individually on how well the student activity is carried out.

Objectives

At the completion of this lesson the student will be able to:

--Set up stock in the VICA school store.
--Carry out practice sessions using the school store.

Method

A. Lecture – discussion

1. How to keep track of stock.
2. Setting up stock in the school store.
3. Keeping an inventory.
4. Marking the stock with prices.

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate a situation where something is missing in the inventory.

Teacher preparation

A. Gather lecture notes.
B. Have school store set up in the classroom.
C. Have a cash register and change ready.
D. Be sure to have a pricer of some sort ready, also poster paper and magic markers, etc.

Student activity

A. Students will make sure that all of the stock is ready and inventoried. They will price all merchandise and make signs for the store.

B. Students will practice selling merchandise and taking cash for the store. Cash boxes will be used if the cash register is unavailable.

Evaluation

Students will be evaluated individually on how much work they produced during the day.

Objective

At the completion of this lesson the student will be able to:

--Work in the VICA school store in a real-life situation.

Method

A. Lecture – discussion

1. Getting ready to open
   a. Check stock.
   b. Be sure to have enough change.
   c. Know the prices of the articles.
2. Choosing jobs
   a. Cashier and checker
   b. Salespeople

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

A. Be sure to get permission from the proper authority to have the store open.
B. Be sure to have enough supervision available in case something untoward should happen.
C. Have students check each other, but be sure to have a stand-by in case someone "panics."

Student activity

A. The store will be set up for each break time at the school. Students will rotate jobs so each has a chance for the first break of the day.
B. If there is extra supervision, some students may go off with the teacher for extra practice.

Evaluation

Students and teacher will all evaluate how well the project went. Suggestions and changes will be made.

Objectives

At the completion of this lesson the students will be able to:

--Identify the different jobs that a library aide would be expected to do.
--Make up a library card.
--File catalog cards.

Method

A. Lecture – discussion

1. The card catalog
2. Filing by author, subject, or title
3. The Dewey Decimal system

B. Audiovisual – none

C. Demonstration

The duties in the library will be presented by the school librarian.

Teacher preparation

A. Make arrangements for the use of the library and the librarian's time.
B. Make a list of all items that you want the librarian to cover. (List should be turned over ahead of time.)

Student activity

A. Students will practice filing catalog cards by subject, title, and author.
B. Students will make up a library card.

Evaluation

Students will be evaluated on how well they behave as well as how much they are able to produce in the student activity.

Objective

At the completion of this lesson the student will be able to:

--Identify the different jobs that are available in a large office and the many types of machines that could be learned.

Method

A. Lecture – discussion

Prepare students for the visit.

1. Function of office
2. Different jobs
   a. Familiar jobs
   b. Unfamiliar jobs
3. Different office machines
   a. Familiar machines
   b. Unfamiliar machines
4. Office atmosphere

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

Arrange for visit, including transportation.

Student activity – none

Evaluation

Students will be evaluated on a post-visit discussion.

Objectives

At the completion of this lesson the student will be able to:

--Receive work from the teachers and plan how best to do it.
--Distribute some of the work to others.

Method

A. Lecture – discussion

Students will spend several days working on school jobs. Teachers will lecture on the importance of doing a good job, producing the proper number of copies, getting the work out on time, etc.

B. Audiovisual – none

C. Demonstration– none

Teacher preparation

A. Arrange with the office staff and teachers to have simple work sent up.
B. Be sure to have enough work on hand so that no students will be "hanging around" with nothing to do while the teacher is assigning work to others.

Student activity

Students will work on this project as an activity and will be responsible for collecting the work, completing it and returning it promptly to the teacher.

Evaluation

Teachers and students will evaluate the program together to determine whether any changes should be made.

RESUME

Name: Mary Jones Phone: 445–9786

Address: 245 East Sand Street, Woodbury, New Jersey 08096

Personal: Height: 5'9½" Weight: 125 lbs. Age: 17
D.O.B.: 1/17/60

Schools Attended:

Name	Address
Clearview Reg. High	Breakneck Road, Mullica Hill, N. J.
Gloucester Co. Vocational	Tanyard Road, Sewell, N. J. 08080

School Activities: Vocational-Industrial Clubs of America (V.I.C.A.)

After-School Activities: Housekeeping, Y.M.C.A.

Work Experience:
Dunkin Donuts, Woodbury, New Jersey Waitress

Honors and Awards: Attendance Award

Interests: Music, Dance Club, Helping others

References:

Name	Address	Position
Mrs. Francine Grubb	Gloucester Co. Vocational School Tanyard Road Sewell, New Jersey 08080	Teacher
John Smith	127 Cooper Street Woodbury, New Jersey 08096	Dentist
Mrs. Mary Best	34 Albert Lane Willingboro, New Jersey	Housewife

FILING PRACTICE

Name _____

1. List these words alphabetically:

waiter
nurse
chemical operator
roofer
Borax Company
Electric Speed Corporation
A.B.Dick Corporation
Xerox
payroll clerk
draftsman
Aetna Insurance
chemical controller
cashier
beautician
automobile
Boric Business Machines
Jiffy Press
plastic
real estate salesman

2. Arrange these words by increasing numbers:

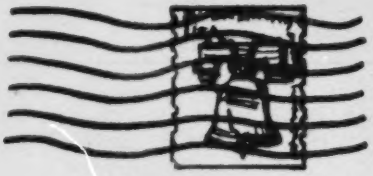
8965 Ace Movers
4545 Timex Watches
8888 Fabulash Cosmetics
1012 Bakers Chocolate
2907 Continental American
1299 Proctor and Gamble
3410 American Home
3345 RCA
4543 Life
11012 Top Brass
14332 Time and Again
654 Glass Products

3. Arrange the following by dates, with the latest date first.

June 23, 1972
May 4, 1948
January 24, 1948
June 12, 1950
9-10-45
April 23, 1973
1-6-45
8-28-76
2-4-77
August 27, 1971
July 12, 1968
7-6-68
February 28, 1973
January 2, 1977

AN INCOMING LETTER

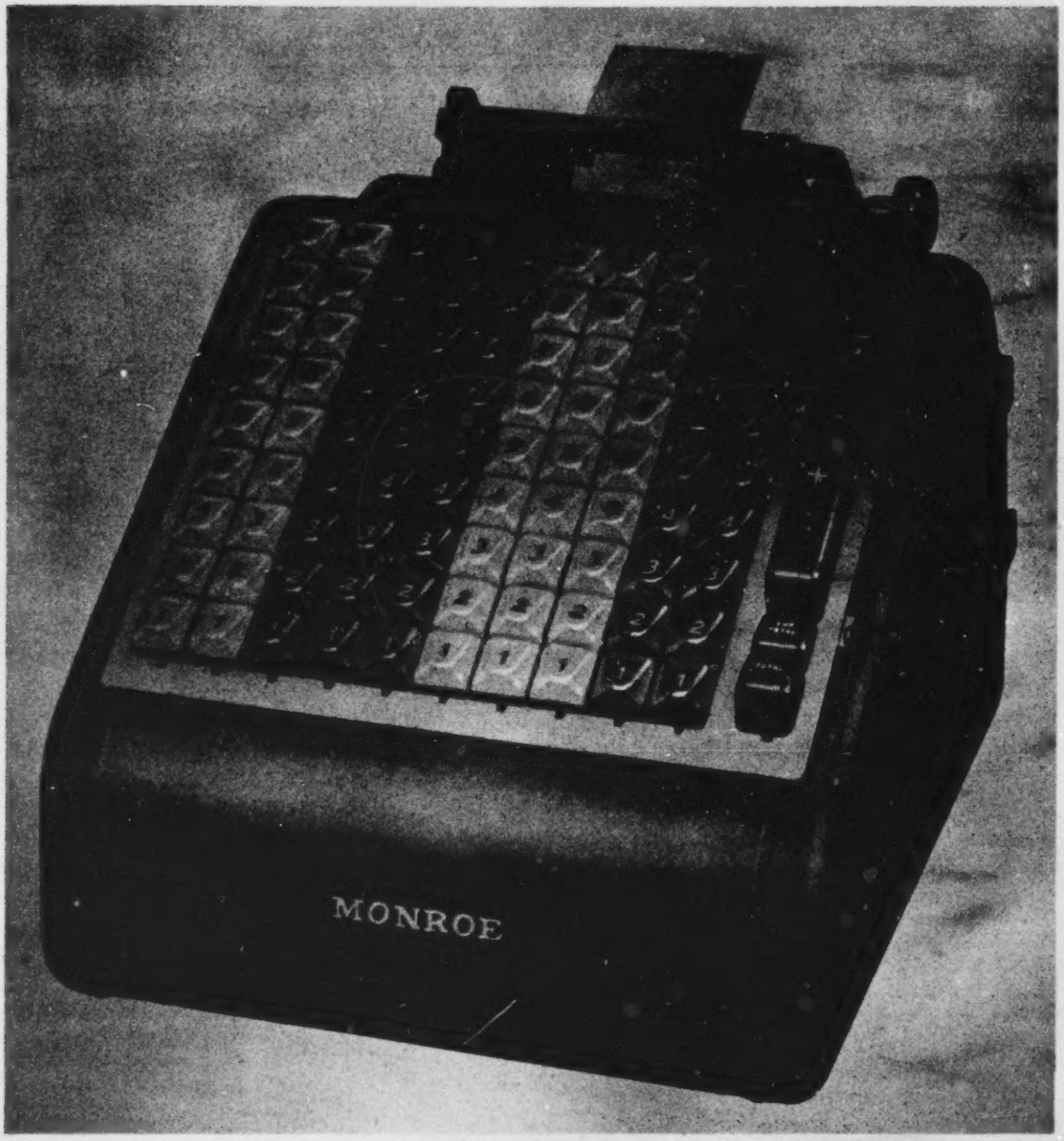
JONES & JONES, INC.
35 Pine Street
New York, N.Y. 10027



The Busy Buzzer Company
600 West 5th Street
Berlin, New Jersey 08625

Attention: Credit Dept.

MONROE FULL KEYBOARD ADDING MACHINE



MONROE CALCULATING MACHINE CO., INC.

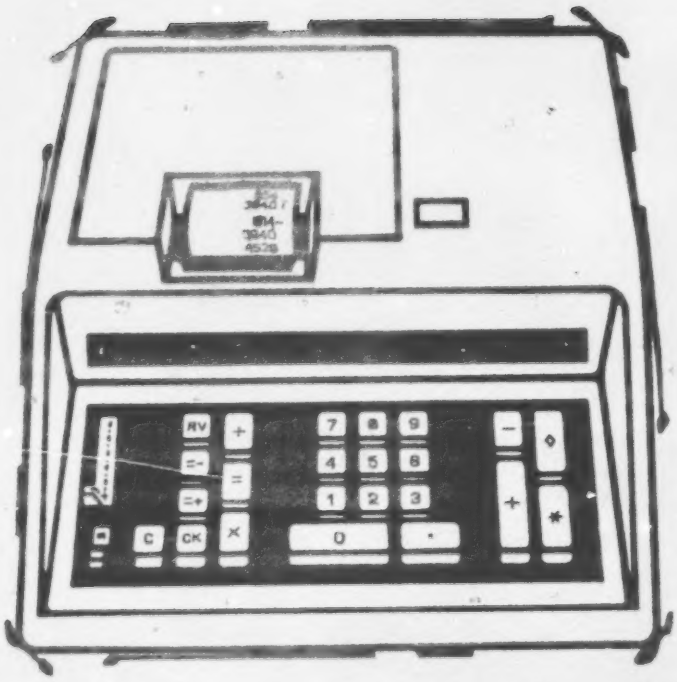
AV–5a

ADDITION PRACTICE ON THE ADDING MACHINE

Name _____

24,567	64,781	15,764	641
+ 3,582	+36,976	+ 235	+1,964
			424
73,156	25,766	654,321	
4,625	3,587	69,432	
37,618	24,681	7,654,286	
+ 421	+46,234	+ 842,817	
		64,375	
$46,154.35	$ 671.45	$ 751.76	
3,791.46	1,423.02	2,142.50	
+ 53,171.42	+ 503.06	+ 306.25	
9,641.50	781.25	621.50	
543.25	7,812.50	94.25	
+ 10,721.36	+78,125.00	+777.77	
		30.60	

10-KEY LISTING CALCULATOR



AV–6a

SUBTRACTION ON THE ADDING MACHINE

(Check by Addition)

Name _____

35,764,296 - 14,433,184	7,865,143 - 5,120,369	78,102 - 4,162
6,428,904 - 213,579	8,476,154 - 2,135,786	21,806 - 3,051
$57,904.32 - 6,530.50	$7,514.00 - 621.57	$21.52 - 16.51
$75,647.69 - 54,321.70	$267,549.76 - 213,576.04	$50.76 - 1.50

ADDITION AND SUBTRACTION PRACTICE

FOR ADDING MACHINE

Name _____

75,438	6,748,196	659,650
6,129	-1,581,923	215,765
54,321		347,690
+ 7,603		+401,235
$4,765.90	42,659	$76,596.50
- 3,218.56	75,904	- 4,762.39
	60,142	
	+54,321	
$4,963,21	$37,965.90	$973.04
5,378.90	- 23,126.56	465.96
5,454.00		257.09
+ 3,502.96		+ 987.65
$74,396.54	$4,976.59	$697.56
- 31,478.00	6,543.50	- 123.43
	7,439.99	
	6,543.96	

AV–6c

French Fashions

No 84

Total Hours	You earned and we paid			TOTAL	We paid these amounts for you					BALANCE of EARNING	Period Ending	Number
	Regular	Overtime	Other		F.I.C.A.	Withhold. Inc. tax						

PAY-STATEMENT DETACH AND RETAIN

PAY ROLL CHECK

French Fashions
TRENTON N.J.

No 84

00-220
069

PAY

TO THE ORDER OF _____ 196

$ _____

EWING TRUST CO
TRENTON NJ.

French Fashions

51

AV-9a

59

60

PAYROLL (1)

Name _____

(1) Hourly wages: 19 hours @ $1.93 an hour = $_____

Gross Pay	Income Tax	Soc. Sec.	Pension	Net Pay
$_____	$6.10	$2.10	$2.60	$_____

(2) Hourly wages: 28 hours @ $2.50 an hour = $_____

Gross Pay	Income Tax	Soc. Sec.	Health	Net Pay
$_____	$6.80	$4.62	$2.50	$_____

(3) Hourly Wages: 40 hours @ $6.25 an hour = $_____

Overtime: 10 hours @ $_____ an hour = $_____

Regular	Overtime	Income Tax	F.I.C.A.	Union	Net Pay
$_____	$_____	$47.50	$19.73	$9.68	$_____

(4) Hourly Wages 38 hours @ $2.05 an hour = $_____

Overtime: 6 hours @ $_____ an hour = $_____

Regular	Overtime	Income Tax	Soc. Sec.	Health	Net Pay
$_____	$_____	$18.60	$5.75	$3.98	$_____

PAYROLL (2)

Name _____

(1) Hourly Wages: 40 hours @ $2.15 an hour = $ _____

Overtime: 8 hours @ _____ an hour = $ _____

Regular	Overtime	Inc. Tax	S. S.	Pension	Net Pay
$ _____	$ _____	$13.42	$6.39	$3.16	$ _____

(2) Hourly Wages: 36 hours @ $4.05 an hour = $ _____

Gross Pay	F.I.C.A.	With.	Health	Net Pay
$ _____	$7.62	$22.38	$9.62	$ _____

(3) Hourly Wages: 30 hours @ $1.75 an hour = $ _____

Gross Pay	Inc. Tax	S. S.	Union	Net Pay
$ _____	$5.89	$2.96	$5.65	$ _____

(4) Hourly: 40 hours @ $3.25 an hour = $ _____

Overtime: 9 hours @ $ _____ an hour = $ _____

Regular	Overtime	Inc. Tax	S. S.	Union	Net Pay
$ _____	$ _____	$25.16	$9.90	$6.02	$ _____

(5) Hourly: 40 hours @ $2.89 an hour = $ _____

Overtime 6 hours @ $ _____ an hour = $ _____

Regular	Overtime	Inc. Tax	F.I.C.A.	Health	Net Pay
$ _____	$ _____	$20.08	$8.00	$10.24	$ _____

PAYROLL (3)

Name _____

(1) Wage: 38 hours @ $3.75 an hour = $_____

Gross Pay	Inc. Tax	S.S.	Health	Pension	Net
$_____	$16.42	$8.05	$12.03	$10.16	$_____

(2) Wage: 35 hours @ $2.95 an hour = $_____

Gross Pay	Inc. Tax	S. S.	Union	Pension	Net
$_____	$18.01	$4.92	$3.80	$9.48	$_____

(3) Wage: 40 hours @ $3.05 an hour = $_____

Gross Pay	Inc. Tax	S. S.	Health	Union	Net
$_____	$17.43	$6.01	$11.93	$5.65	$_____

(4) Wage: 40 hours @ $4.15 an hour = $_____
Overtime: 9 hours @ $_____ an hour = $_____

Gross Pay		S. S.	Inc. Tax	Pension	Health	Net
$_____ Reg.	$_____ Ovrt.	$12.66	$16.48	$20.16	$9.18	$_____

(5) Wage: 40 hours @ $2.50 an hour = $_____
Overtime: 7 hours @ $_____ an hour = $_____

Reg.	Overtime	S. S.	Inc. Tax	Pension	Union	Net
$_____	$_____	$7.08	$17.16	$9.64	$8.55	$_____

BUSINESS MATH TEST (1)

Name _____

Adding Machine:

$9,765,497	$9,865,835
8,604,931	743,502
629,543	3,500
7,543,864	4,936,581
+ 38,015	+ 432,516
$9,853,860	$5,863,955
- 327,401	- 3,057

Payroll

Hourly: 40 hours @ $3.50 an hour = $_____

Overtime: 8 hours @ $_____ an hour = $_____

Regular	Overtime	Inc. Tax	S. S.	Health	Pension	Net
$_____	$_____	$21.58	$10.28	$3.07	$5.29	$_____

Gross: _____

BUSINESS MATH TEST (2)

Name _____

	#1		#2
(1)	$ 547,689 9,865,432 548,762 30,523 + 8,754,033	(1)	$ 3,587 906,258 35,301 675,834 + 25,003
(2)	$9,354,215 876,409	(2)	$357,601 251,136
(3)	$ 357.53 X 48	(3)	$ 935.01 X .057
(4)	9.7) 35.012	(4)	63) $761.52

HORIZONTAL CENTERING

1. Insert the paper and find the center of the line.
2. Move the element or the carriage to the center.
3. From the center, backspace ONCE for each TWO letters. (or letter and space) in the line. Do not backspace if one letter is left over.
4. Begin to type at the point where you have finished backspacing.

Example 1: BUSINESS EDUCATION

BU-SI-NE-SS-Space E-DU-CA-TI-ON

(Backspace 9 times.)

Example 2: TYPEWRITING RULES

TY-PE-WR-IT-IN-G Space - RU-LE-S

Backspace ___ times?

CENTERING

Name_____

Center each of the following:

(1) Gone With the Wind
(1)

(2) The Sound and the Fury
(2)

(3) University of Maryland
(3)

(4) The Other Side of Midnight
(4)

(5) Gloucester County Vocational School
(5)

(6) Manchild in the Promised Land
(6)

(7) The Lost Boy
(7)

(8) Crime in America
(8)

(9) The Promise
(9)

(10) Employment Orientation
(10)

WORD DIVISION

Directions: If a word may properly be divided at the end of a line, show by using a hyphen the best place to divide it. If two places are equally good, use two hyphens. If the word should not be divided, write it without the hyphen.

1. today _____
2. sudden _____
3. learned _____
4. triplicate _____
5. perception _____
6. apostrophe _____
7. raised _____
8. teacher _____
9. greatly _____
10. regular _____
11. telegram _____
12. graduation _____
13. thirty-four _____
14. even-handed _____
15. followed _____
16. druggist _____
17. pressing _____
18. couldn't _____
19. falling _____
20. Y.M.C.A. _____
21. doesn't _____
22. $12,364,89 _____
23. No. 789694 _____
24. Mrs. Alice Sydney _____
25. Professor A.T. Jones _____
26. June 18, 1996 _____
27. American _____
28. E.A. Howard, M.D. _____
29. 3:30 p.m. _____
30. through _____
31. pedal _____
32. unlucky _____

AV–13

TABULATION PROBLEM

Name _____

Title: What Is a Noun?

Sub-titles: Person
Place
Thing

Set up 3 columns, headed with the 3 subtitles, with 10 spaces between columns. Type each word in the proper column.

doll	doctor
New Jersey	pen
Joe	mother
Mr. Smith	Philadelphia
school	book jacket
Woodbury	lawyer
desk	ball-point pen
teacher	pencil
Glassboro	New Yorker
Hastings on the Hudson	Canada
Margaret Jackson	Deptford

SAMPLE OUTLINE

Learning To Operate the Typewriter

I. LEARNING THE KEY LOCATIONS

- A. Alphabet keys
- B. Number keys
- C. Symbol keys

II. BUILDING EXPERT OPERATING TECHNIQUES

- A. Basic techniques
  1. Stroking
  2. Typing response patterns
  3. Manipulative control
- B. Technique conditioners
  1. Position at the machine
  2. Eyes on the copy
  3. Quiet hands and arms
  4. Relaxation

III. LEARNING TO TYPE PROBLEMS

- A. Basic operations
- B. Common applications
- C. Special applications

9 Lines

Return Address
73 Warren Avenue
West Berlin, New Jersey 08091
Date
January 27, 1976

8 Lines

Address
Mr. William D. Smith
Johnson and Smith, Inc.
246 East State Street
Portland, Maine 04102

Salutation
2 Lines
Dear Mr. Smith:

2 Lines

Body of Letter (Block)
This letter is written in the block style and is an example of a personal business letter.

When you type a personal business letter on plain paper, be sure to leave room at the top and type your complete address. Be sure to remember to type the date of the letter right under your address.

This type of letter is used when applying for a job, asking a company for information, or for any other type of personal business you may have.

2 Lines

Close
Very truly yours,

Signature
Francine Grubb
4 Lines

Typed Name
Mrs. Francine Grubb

GLOUCESTER COUNTY VOCATIONAL SCHOOL
Tanyard and Salina Roads
Sewell, R.D., New Jersey 08080

JOSEPH W. ENGLISH
Director

January 30, 1976

Miss Sally S. Student
745 East State Street
Johnson, Illinois 62421

Dear Miss Student:

This is a sample of a business letter. You can see that it is a formal business letter by the top of the stationery. It has the name and address of the business at the top.

This letter is typed in the modified block style. This is a very popular style because it helps your eye move across the page. The paragraphs are indented, and the date and closing are started at the center of the page.

When typing this kind of letter, be sure to clear all of the tab stops before starting and set your new tabs. This will save you time when you are typing.

Sincerely yours,

Joseph W. English
Director

JWE/fsg

CE 009 [illegible]

AV-25